

ABSTRACT

RESEARCH PAPER: Concept Mapping: Effectiveness as a Teaching Technique and Student Satisfaction as a Learning Strategy

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Student nurses are required to analyze patients' problems and determine a diagnosis based on nursing concepts. Faculty are charged with finding teaching techniques that help nursing students learn and apply concepts. Concept mapping is one strategy to increase understanding of relationships among concepts by breaking knowledge into smaller parts (Hinck et al., 2006). The purpose of this study is to determine the effectiveness of concept mapping as a teaching technique, and describe student satisfaction with the technique. This is a replication of the Hinck et al.'s (2006) study. Novak and Gowin's (1984) steps in designing concept maps is the organizing framework. A quasi-experimental one group pretest-posttest design will be used. The study will take place at a private liberal arts college in Indianapolis. A convenience sample of 30 second semester nursing students in an associate degree nursing program will be invited to participate. Concept maps will be examined using the Concept Map Grading Criteria (Hinck et al., 2006). Student satisfaction with concept mapping will be measured using the Student Assessment of Learning Gains Instrument (Seymour, 1997). Findings will provide information for nursing educators about the effectiveness of concept maps as a teaching strategy in nursing education.